2018 Back to School Webinar

Title IV-A
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ESSA Overview

What is a “Well-Rounded Education”?
ESSA vs NCLB

Every Student Succeeds Act vs. No Child Left Behind:

• Clear Shift from a “National School Board” to Greater State and Local Flexibility and Control
• More Flexible Standards
• More Flexible Accountability Systems
• Highly Qualified Teachers
• A New Definition of a Well-Rounded Education
• Title IV Block Grants
The Concept of a “Well-Rounded Education”

Title VIII, Section 8002 - Definitions

• “(52) WELL-ROUNDED EDUCATION.—The term ‘well-rounded education’ means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience.”
Title IV Part A – BIG WIN because of YOU!

And...how Federal Funds Affect You Locally
A Big Win for Music Education

Congress finally passed a FY 2018 spending bill, which provides **$1.1 BILLION** for Title IV-A.

This is because of music advocates like **YOU**!

**Our messages resonated through:**
- Hundreds of letters sent to Congress advocating for the full funding of Title IV-A
- 1.6 million people reached through social media, raising awareness about Title IV-A.
- Advocacy conducted by our State MEA Federated Organizations, where 34 of them signed onto a national funding letter in support of Title IV-A.

<table>
<thead>
<tr>
<th>Program</th>
<th>FY 2018 Enacted</th>
<th>President’s FY18 Budget</th>
<th>FY 2018 Enacted</th>
<th>$1.6 billion (Authorized)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title IV, Part A</td>
<td>$400 Million</td>
<td>$0 (Eliminated)</td>
<td>$1.1 Billion</td>
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</tbody>
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FY 2018 Spending Bill

Why is $1.1 Billion so significant?

• This figure represents a 250% increase from last year’s inadequate funding level of $400 million.
• This funding level will provide school districts with flexibility to invest in a well-rounded curriculum, that includes providing access to a sequential and standards-based music education.
• Under this funding level, Title IV-A can finally operate as a formula grant program for all states, as intended by law, and eliminates the need for certain states to distribute at a competitive basis.

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## Funding Breakdown

<table>
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<tr>
<th>Type of School District</th>
<th>FY 2017</th>
<th>FY 2018</th>
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</thead>
<tbody>
<tr>
<td>Large Urban School District</td>
<td>$592,000</td>
<td>$2,158,000</td>
</tr>
<tr>
<td>Midsize Suburban School District</td>
<td>$34,400</td>
<td>$94,000</td>
</tr>
<tr>
<td>Distant Rural School District</td>
<td>$10,000</td>
<td>$19,000</td>
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**Although the increase is minor for more rural school districts, they often lack the capacity (no arts administrator or grant writer) to apply for competitive grants.**

*Sufficiently funding Title IV-A increases local control over educational investments, such as supporting music and arts.*
How do federal funds get to my school?

- Federal allocations based on funding formulas in the law

- Allocations go to the states

- State education agencies (SEAs) allocate funds to districts
  - SEAs = Your state’s department of education
  - Based on the law’s funding formula
  - Based on state law

- Districts apply for the funds
  - Allocate across schools (or not!) based on program law, rules and guidance
  - Can be via a state level competition – e.g. some states in FY 2017 w/ Title IV, Part A

- Funds are distributed via the state education agency
Title IV Part A at the Local Level
What is Title IV – A?

• The “Every Student Succeeds Act” (ESSA) includes a new block grant titled Student Support and Academic Enrichment Grants (SSAEG), created under Title IV, Part A.

• Designed by a bipartisan effort, this grant will be used to help states and school districts better serve disadvantaged students, including providing access to well-rounded education subjects, which includes **music and arts**.
What is Title IV-A?

What it funds:
1. Educational Technology;
2. Safe and Healthy Students;
3. and Well-Rounded Education.
   - First two must spend dollars on evidence-based programs; well-rounded education language is about access for all children; evidence-basis not required

How funds are distributed: Annually by each state to each district through funding formula, based on funding allocations to districts from Title I, Part A, Subpart 2. Funds spent at the district level, not school site level.
Sec 4106. – Local Educational Agency Applications

(a) ELIGIBILITY.—To be eligible to receive an allocation under section 4105(a), a local educational agency shall—

1. submit an application, which shall contain, at a minimum, the information described in subsection (e), to the State educational agency at such time, in such manner, and containing such information as the State educational agency may reasonably require; and complete a needs assessment in accordance with subsection (d)

NEEDS ASSESSMENT - Used to “examine needs for improvement of access to, and opportunities for, a well-rounded education for all students;”
School districts that receive an allocation **ABOVE** $30,000:
1. **MUST** conduct a needs assessment
2. Expend 20% on well-rounded;
3. Expend 20% on safe & healthy activities
4. The remaining 60% of the money can be spent on all three priorities, including technology.
5. *There is a 15% cap on devices, equipment, software and digital content.*

School districts that receive an allocation **UNDER** $30,000:
1. **Not** required to conduct a needs assessment
2. No set-aside percentages for well-rounded and safe & healthy activities.
3. Districts must spend money on activities in at least one of the three categories.
4. 15% technology cap continues to apply.
Needs Assessment

Assess LEA and School Needs for Well-Rounded Education including Music Education

Apply for Title IV funds to provide support including Music Education

Plan to address any areas needing support including Music Education

Implement changes utilizing Title IV funds

Evaluate if the needs were met and/or changes are needed
Title IV, Eligible Use of Funds

- The Opportunity-to-Learn (OTL) standards
  - https://nafme.org/my-classroom/standards/

- Each category provides OTL standards or indicators describing “basic” or “quality” music education programs.

- Title IV, OTLs & You Webinar Archive!
  - https://nafme.org/advocacy/public-policy/
    (Under, NAfME Advocacy Webinar Series)

Areas Addressed

<table>
<thead>
<tr>
<th>Curriculum &amp; Scheduling</th>
<th>Staffing</th>
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</thead>
<tbody>
<tr>
<td>Materials &amp; Equipment</td>
<td>Facilities</td>
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</tbody>
</table>
## Facilities (All-Grades & All-Content Areas)

<table>
<thead>
<tr>
<th>Basic</th>
<th>Quality</th>
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</table>
| Spaces used for music instruction are adequate in size to accommodate the largest group taught, and have:  
1. Appropriate acoustical properties. Each room is acoustically isolated from by an acoustical barrier or wall with a Sound Transmission Classification (STC) of 50 or more.  
2. Appropriate lighting and ventilation: Lighting and ventilation systems do not exceed Noise Criterion levels of 20 for auditoria or other rooms designated for performances, and 30 for classrooms, rehearsal rooms, and practice rooms or studios. | 1. Separate spaces are provided for music instruction and music performance. Performance venues are adequate to accommodate the largest group taught and have appropriate properties of acoustics, lighting, secure storage, and sound.  
2. At least one performance venue is available that provides seating for the entire school population.  
3. Individual areas, with access to recording equipment, are provided for the purpose of student assessment.  
4. Students have access to high-quality performance venues at least once a year to enable them to present academic accomplishments to the public. |
Suggested Needs Assessment Steps with OTL Checklist

1. **Determine who should participate** in your music education needs assessment

2. **Determine which sections of the OTL standards apply to your programs**
   1. Sections broken out by grade levels (general music) as well as content area (2014 Music Standards)

3. **Start local first.** Have all music educators from your district fill out the checklist for the music education offerings at their schools.

4. **Compile the local findings and compare** – are there discrepancies of OTL supports across your district?

5. **Build summary of the local program-specific OTL findings, and work as a committee to determine the district-wide OTL supports**

6. As a committee, **determine priorities of stated needs**
## Summary Table Example

<table>
<thead>
<tr>
<th>Category</th>
<th>Limitation</th>
<th>Immediate impact on outcomes</th>
<th>Long-term resource solution (request)</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum &amp; Scheduling</strong></td>
<td>Unequal instructional minutes distribution in the elementary music classes across schools.</td>
<td>Inequity of opportunity for students</td>
<td>Work with the board on scheduling changes</td>
<td>Might need 1 additional teacher – but still TBD</td>
</tr>
<tr>
<td><strong>Staffing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials &amp; Equipment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Facilities</strong></td>
<td>Lack of acoustical buffers in 2 of 4 high school instrumental programs</td>
<td>Quality of sound – for both participants and remainder of the school</td>
<td>Request funds for the needed acoustic tiles</td>
<td>Title IV-A</td>
</tr>
</tbody>
</table>
Examples of Local Needs Assessments
Davidson County Schools (North Carolina)

Davidson County Schools (NC) completed a comprehensive needs assessment survey in November 2017, as a part of our application for ESSA Title IV, Part A funds.

The needs assessment survey included input from a stakeholder group representing students, parents, principals, instructional program specialists, a faith based organization, community based organizations, and representation of local government.

The stakeholder group discussed the three main parts of Title IV including a well-rounded education, safe and healthy students, and supporting the effective use of technology.

Questions for the stakeholder group were organized into three sections representing each major section of the subpart in Title IV. Before beginning the needs assessment, the stakeholder group was given the opportunity to delete or expand questions based upon their understanding of the purpose of the grant.
Stakeholder group consisted of:

- Director of Fine Arts
  - (Surveyed music educators via email for similar requests)
- Three Assistant Superintendents
- Three other Curriculum Directors

Well-Rounded Needs Assessment Result & LEA Application Requests:

- Musical Instruments & Equipment
- Professional Development, specifically salary rates during teacher training

All requests adhering to New York’s Learning Standards in the Arts (adapted from 2014 National Standards)
All Federal Funding Requests: A Reality Check

- Limited amount of funds
- Supplemental funding – can’t replace funds already available
- Large list of requests – not just music education requests

- Be Polite, Be Accurate in your Needs Assessment, Be Collaborative
Frequently Asked Questions
Where do I even start to become with the process, so that my music program can access Title IV-A funds?

As an educator, your specific role will be to participate in your district’s needs assessment to address the deficiencies within your district’s music programs.

Contact your district’s arts coordinator or curriculum supervisor to find out how you can participate and who you can collaborate with. If they are uncertain, ask them to reach out to the federal programs director in their district to learn more.

What about at the state level? Who do I speak to in my state about Title IV-A?

Each state’s Department of Education or Department of Public Instruction will have a Title IV Director. This sometimes may also be their Title I or Title II director who manages and oversees multiple federal formula grants.
How can I learn what funds have been allocated for in my school district and how they are being spent?

Contact your district’s Title IV-A director, federal programs director or arts coordinator/curriculum supervisor.

You can also ask them how you can participate in the upcoming fiscal year and how Title IV-A can benefit music programs in your district!

Can charter and private schools get Title IV-A funding or is that just for public schools?

Charter schools may potentially have access to Title IV-A funds and be given an allocation. However, the charter school must be a non-profit organization and cannot be a for-profit school. Additionally, because the Title IV-A distribution formula is based on the Title I-A funding formula, the charter school must have a Title I-A allocation.

Private schools are eligible to participate in Title IV-A programs if the private school is providing education for students, mainly students of poverty, residing in a school district’s boundaries that receives a Title IV-A allocation. In order to receive the programming, the private school would engage in “consultation” with a local school district, where the school district provides the program to meet a private school’s specific Title IV needs, which may include access to music education.
When do Title IV-A funds get released and when do school districts have to submit their applications?

There are deadlines for your district to apply for Title IV-A funds. However, these deadlines vary state by state and district by district.

The best way to find out is to contact your district’s Title IV-A director, federal programs director, or arts coordinator/curriculum supervisor.

Is there a deadline to when a school district must spend their Title IV-A dollars?

A school district has 27 months to obligate their Title IV-A funds for each fiscal year allocation.

Most federal grants, including Title IV-A, adhere to the Tydings Amendment, which makes the funds allocated to a school district available for 2 years.

Districts then have an additional 3 months to “tidy up” and submit final paperwork in before you are delinquent and have to return funds.
Do the requests have to be for new curricular programs, or can they be used to maintain, sustain and/or build up existing programs?

In addition to establishing new curricular programs, Title IV-A funds can be used to sustain and build existing programs. This all ties back to your district’s needs assessment. For example, if your district finds a deficiency in facility management or have a need for updated instruments, these all can be addressed with Title IV-A dollars to maintain, sustain, and provide support to existing programs.

Keep in mind that federal education dollars are meant to supplement, not supplant, existing dollars. These dollars cannot “replace” what your school district spends on music education already.

Can Title IV-A be used to hire new educators?

Absolutely. If found as a deficiency by your school district’s needs assessment, Title IV-A funds could be used to help hire additional music educators, specialists, supplement teacher salary, or create partnerships with local community partners.

However, this may be a difficult ask for many. Like all federal funds, Title IV-A dollars are used to supplement, not supplant (or replace) state and local dollars. So, if your school district is routinely paying or providing salary for music educators, it may be difficult to make the supplemental case when your local funds are already being used for that hiring purpose.
Did you receive Title IV-A dollars to support your music education program?

- How much funding did you receive?
- What was the funding used for?
- How has it benefited your students?
- How has it benefited you as an educator in providing a well-rounded education?
- By the OTL standards, are you closer to providing a “quality” music program?

bit.ly/NAfMEgrassroots

**Case Sensitive**
Questions
As always, music educators can complete a short quiz after the webinar to receive recognition for professional development valued at one contact hour.

[bit.ly/NAfMEBackToSchool2018]

**Case Sensitive**